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ABSTRACT

This three-part guide presents information and recommendations from the Massachusetts Professional Development School Network Steering Committee on how to develop a professional development school (PDS) partnership. Part 1 defines the PDS concept, presents a brief background account of its evolution, and discusses its potential for simultaneously improving teaching and learning through the transformation of school and college structures and practices. Part 2 identifies five principles and characteristics of PDSs. Comments from teachers, interns, and college faculty involved in PDS partnerships supplement this discussion. Part 3 offers practical advice, in a question and answer format, on how to form and sustain a PDS. Answers to the following questions are given: (1) Why start a PDS? (2) Who will initiate the partnership? (3) How do schools and colleges find partners? (4) How are partnerships defined and developed? and (5) How do you organize and run a PDS partnership? Concrete examples from within Massachusetts illustrate specific approaches to start-up problems and challenges. This guide includes contact information for members of the Massachusetts Professional Development School Network Steering Committee. (Contains 13 references.) (IAH)

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CREATING PROFESSIONAL DEVELOPMENT SCHOOL PARTNERSHIPS

A RESOURCE GUIDE

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CREATING PROFESSIONAL DEVELOPMENT SCHOOL PARTNERSHIPS

A RESOURCE GUIDE

Lee Teitel
Tom Del Prete
for the Massachusetts Professional Development School Network

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The Massachusetts Field Center for Teaching and Learning
University of Massachusetts at Boston

EDITOR

Karen O'Connor

CONTRIBUTORS

Marcia Bromfield

Joyce Conlin

Madeline Davern

Harriet Dean

Dorothy Earle

Judy Finkel

Joan Gold

Peter Greene

Betsy Lake

Elizabeth Monticelli

Anna O'Brien

Debra Pallatto-Fontaine

Patrick Schettini

Vivian Troen

Amy Vena

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FOREWORD

Creating Professional Development School Partnerships is designed for educators and others who see the value of partnerships between schools and colleges or universities to simultaneously improve teaching and learning and the education of educators. The movement to create professional development schools is relatively new in the state of Massachusetts and in the nation. As professional development school (PDS) partnerships evolve and become more sophisticated, gain institutional support, and learn from one another, their impact and significance are sure to broaden.

The information and recommendations contained in this guide were generated by members of the Massachusetts Professional Development School Network Steering Committee. Part I of this guide defines the professional development school concept and presents a brief background of its evolution and potential for improved teaching and learning through the transformation of both school and college structures and practices. Part II fleshes out the definition and scope of PDSs by identifying five defining principles and characteristics. Each is augmented by "PDS Voices" — comments from teachers, interns, and college faculty involved in PDS partnerships. Part III uses a question and answer format to provide practical advice to educators interested in forming a PDS. It includes five broad questions that developing partnerships need to answer. Each question concludes with deeper follow-up questions that those initiating PDS partnerships may want to consider. This section also is complemented by concrete examples from within Massachusetts to illustrate specific approaches that might be used.

The Massachusetts Field Center for Teaching and Learning extends its grateful appreciation to members of the Massachusetts Professional Development School Steering Committee whose insights, advice, and tireless effort made this publication possible. A list of committee members, each of whom is engaged in a professional development partnership, anywhere from two to eight years old, is included on page 27. Primary authors of this document were Tom Del Prete, Assistant Director of the Jacob Hiatt Center for Urban Education at Clark University, Worcester, MA and Lee Teitel, Assistant Professor and Director of the Educational Administration Program at the University of Massachusetts at Boston. Karen O'Connor, Executive Director of the Massachusetts Field Center for Teaching and Learning, was responsible for the preparation, editing, and final publication of this guide.

PART I

OVERVIEW

The idea of creating schools with a special mission to improve professional practice and induct new teachers into the profession has received considerable attention during the current era of education reform. Many schools and colleges or universities committed to change in education have embraced the professional development school concept and have been building partnerships in Massachusetts and elsewhere in the country since 1986.

What is a professional development school? What distinguishes a PDS from other schools? What characteristics and qualities might or should all professional development schools share? Do they have a common purpose, a shared philosophy, similar functions?

What forms do the joint efforts of college/university and school faculty take? What happens to the traditional roles of college/university and school faculty in terms of "theory" and "practice"? How does a PDS sustain itself and grow once established?

Why might a professional development school be the preferred choice for teacher preparation? Can professional development schools make a difference in the quality of teaching and learning that children experience and in their overall education? Can they play a special and vital role in the educational reform movement?

• • • •

These questions have challenged the professional development school partnerships which have been evolving in Massachusetts. To help address them, the Massachusetts Professional Development School Network was formed under the guidance of the Massachusetts Field Center for Teaching and Learning at the University of Massachusetts at Boston. Members of the network met periodically over the course of two years and shared their experiences to help build understanding of their common work. In the fall of 1992 this network established a steering committee whose mission, in part, was to articulate the shared perspective of members in order to help guide those interested or engaged in professional development school work. This guidebook is the result of that effort.

The guide is designed to introduce educators to the concept of the professional development school, to a set of principles and characteristics meant to serve as a guide for their growth, and to issues involved in establishing a professional development school. It is full of examples and perspectives from those committed to professional development school work. Our hope is that it will not only begin to answer some of the important questions noted above, but illustrate as well the promise of a dynamic model of educational improvement to develop knowledge and practices that will lead to success for all students.

WHAT IS A PROFESSIONAL DEVELOPMENT SCHOOL?

A professional development school is a well-articulated, joint effort of a school, a college or university, and in some cases community agencies, focused on improving the teacher preparation and professional development of teachers, principals, and other school/college personnel, and the education of all children. A PDS, then, is defined by several broad commitments:

- reforming education through the close collaboration of schools, colleges, and community agencies;
- understanding and enhancing all children's learning;
- understanding, developing, and communicating good teaching practice;
- creating alternative models of teacher preparation and professional education which draw on the experience and expertise of both school and college/university based faculty.

Collaboration focused on teaching, learning, and the preparation of educators is the central defining feature of a PDS. Collaboration in these areas implies new ways for school and college faculty to work together within as well as outside the school setting. It requires the creation of new roles and new modes of professional interaction and communication. As collaborators, PDS partners engage in face-to-face, ongoing dialogue on questions and topics directly related to what matters most in education—children and the effort to teach and learn. They are involved in generating and reflecting on professional practices and preparation, and in sharing the results of their mutual effort with others. They seek to align, join, and integrate their efforts and resources as much as possible.

Although the school and college each have vital responsibilities and roles to play in education in the areas of teaching, learning, and teacher preparation, and although each has an obvious importance to the other, they rarely work in collaboration on common ground. A professional development school represents a major, if not radical, change in the traditional relationship, and to some extent a new definition of institutional boundaries. The common ground formed by the mutual commitment of school and college becomes a new and important educational space; there, ideally, theory and practice can intersect in a dynamic and mutually informing way. The PDS, in essence, is a unique educational culture which neither a school nor a college could create on its own.

If the professional development school is exciting in concept, it is no less challenging in practice. Whatever the practical obstacles, the good news is that PDSs are being tried in Massachusetts and elsewhere in the country. Their potential impact on educational institutions and culture, the teaching profession, and children's learning is being examined and realized.

WHAT DOES A PDS LOOK LIKE AND FEEL LIKE?

Although they share the same basic purposes and commitments, the PDSs in Massachusetts take on different forms. Virtually all programs include new and prominent roles for school-based faculty in the process of teacher preparation, and changed roles for some education faculty. Practitioners lead on-site seminars for student teachers with colleagues or education faculty. Others serve as supervisors or adjunct instructors in college or university programs. Still others join regularly with colleagues or education faculty in planning on-site demonstration activities, or in reflecting on classroom learning experiences with teams of student teachers. School and college faculty and administrators, and in many cases community representatives, meet regularly as a coordinating team in some settings to plan professional development activities for both student teachers and staff. Beyond teacher preparation, in several cases, courses bearing college or continuing education credit have been offered on-site for interested PDS teachers. New conceptions of professional roles, responsibilities, and time are being developed and implemented.

The voices of PDS experience will help make the PDS concept more vivid and tangible. A teacher who has served as a mentor teacher in an eight-year collaboration shares this reflection on his experience:

> Through the efforts of both institutions the whole concept of how teachers should be trained has been developed and refined to the point where interns... can expect excellence. They will work with qualified and enthusiastic mentors; they will have the support of the high school; and they will receive consistent help from their [university] supervisors.... Friendships have blossomed. Partnerships have formed. I have personally had the opportunity to teach [at the university], which has given me a chance to work closely with the education faculty... In many respects the PDS is like a dynamic marriage that is beneficial to both parties in a number of tangible ways. It's a good thing.

A magnet school facilitator who coordinates PDS activity at her elementary school offers this perspective:

> The Professional Development School collaborative has helped promote professional development of the staff and the student teachers. This has been accomplished in various ways (e.g., demonstration lessons, co-planning)....Another positive aspect of this collaborative has been the ability of the professional development team members to zero in on compelling educational issues during weekly meetings. Even after these meetings have ended, staff members find themselves continuing to ponder and discuss these issues.

A clinical professor who works regularly at a PDS site describes some of his activity:

> As a clinical professor I work at least one full day a week at the PDS site planning activities for a team of student teachers with mentor teachers; discussing and planning classroom learning experiences with both student teachers and practitioners; working with children alongside student teachers and mentor teachers; and reflecting on teaching, learning, and education. I also participate on school-based committees such as the school governance council. The activity, dialogue, and reflection are stimulating. The effort to put philosophy into practice and to interpret practice in terms of philosophy is a continuous challenge. The key relationships involved in the collaboration are open, respectful, helpful. I would say that all of us, students, teachers, me, and yes, the children, end up seeing, thinking, understanding, and trying more.

These PDS voices suggest not only what a PDS looks like and feels like, but also something of its value and impact. They likewise point to why a school and a college might work to establish a PDS partnership.

WHY CREATE A PDS PARTNERSHIP?

A PDS is a complex undertaking. It requires a great deal of groundwork and a serious commitment to change and educational reform. It may mean a slow process of transforming ingrained institutional and professional habits and perceptions. It will entail the development of new roles, relationships, responsibilities, and understandings. The start-up issues, ranging from "Who has what responsibility?" to "Where will we find the time?" as suggested elsewhere in this guidebook, are considerable and real. Why, then, would one contemplate establishing a PDS partnership?

To begin to answer the question, we again turn to voices from the field. A clinical professor advises:

> Not every proposed partnership will work, and it may take a while to find that out. Both institutions have to share a basic sense of what the PDS is about and of the commitments involved. They will need to share a basic philosophy of teaching and learning and a basic concept of professional culture. Once a PDS is established, however, the rewards of partnership quickly become evident. For example, there is no comparison between the support I was able to give student teachers prior to the PDS and what I am able to give now.

One high school mentor teacher writes:

> First, involvement with our colleagues on PDS matters contributes to ending the professional isolation [which] tends to be a detriment to every veteran teacher's performance. Second, the presence of the PDS has had a positive impact on all segments of our school community. For example, students relate that they often receive more individual attention, extra help, field trip opportunities, computer use and more varied learning experiences when their teacher is working with an intern. Last, perhaps the most profound and lasting impact that mentoring has in a Professional Development School is the constant self- evaluation which inevitably results.

A teacher who serves as a supervisor of student interns at her PDS site relates:

> I learn an incredible amount from supervision. It certainly taught me more about teaching than any course I've ever taken.

Finally, from student teachers and interns:

> [The PDS] made me want to try more things and made me feel more comfortable taking risks... I felt like I was working with a whole team, not just one [cooperating teacher].
>
> The most important thing is the lesson of collegiality, and the power of collegiality... it has become the staple of my professional life.
>
> [The collaborative] has taken the concept of apprenticeship to new heights. The ultimate strength of the [collaborative] is that [it] doesn't prepare teachers to survive and meet basic teaching standards but to excel, thrive, and lead.

Although building a PDS partnership takes substantial effort, those who are involved with them are convinced of their worth. PDSs represent a substantially better way to support children's learning, the professional growth of educators, and the preparation of new members of the profession. PDSs support school cultures devoted to research and inquiry that will contribute to the knowledge base about teaching and learning. The college students who have "graduated" from PDSs bring experiences in teaching and collegiality to the profession that many of their peers may not have enjoyed. They declare they are better prepared than their peers as agents of change and educational reform.

PART II

PRINCIPLES AND CHARACTERISTICS

A PDS IS A COLLABORATIVE INSTITUTIONAL PARTNERSHIP

A mature PDS is ultimately an institutional partnership, not simply the joint work of interested individuals, as important as that might be. As a collaboration, it involves mutual trust, respect, commitment, and a clear understanding of roles, responsibilities, and relationships. It thrives on open and ongoing dialogue in the key areas of teaching, learning, and the preparation and professional development of educators.

"[The high school and the university] have signed a formal partnership agreement to address teacher training, professional development and collegiality between and among the faculties."
(on-site coordinator)

1. The institutional collaboration is built on mutual respect and trust, and equality and equity in relationships.

- Roles, responsibilities, and relationships are clear.
- Resources and expertise are exchanged and shared.
- All partners respect and benefit from the knowledge each brings to the collaboration — new knowledge is created and collectively owned by all members of the community: students, families, teachers, and teacher educators.

"A steering committee composed of a team of school and university faculty shares decision-making at our PDS."
(on-site coordinator)

2. The collaborative provides a means for on-going communication and shared decision-making in the key areas of teaching, learning, and the preparation and professional development of educators.

- A team of school and college faculty, and community agency representatives shares leadership and decision-making responsibility for setting goals and priorities and for planning activities.

"Periodically, members of partnership schools come to [the university] for "advisory" meetings. At least once every other week [university] administrative staff or faculty visit assigned schools (as liaisons). Both activities allow participants to advise, act as resources, share, etc."
(University coordinator)

- Teams engage in on-going inquiry, dialogue, and reflection on teaching practice, learning, and teacher education.
- There is support and involvement of liberal arts faculty and others in the university and broader community for curriculum and professional development.
- Jointly sponsored activities occur at the school and partner sites.

A PDS REQUIRES A SHARED UNDERSTANDING OF AND RESPONSIBILITY FOR PROFESSIONAL DEVELOPMENT

"Teachers and a university professor share responsibility for weekly seminars [for student teachers]."

(on-site coordinator)

"Each week, during the pre-practicum semester, [the] teachers... conduct seminars for the pre-practicum students on various educational issues. Mentor teacher workshops are co-conducted each year by the [high school and university] faculty."

(on-site coordinator)

One of the primary purposes of a PDS is to collaborate on the development of new models of teacher preparation and teacher education which tap the expertise and experience of both school and college faculty. A PDS recognizes the importance of creating a wide range of professional development activities to address the individual and collective strengths and needs of various members of the school community.

1. Partners share responsibility for fostering the professional development of members of a PDS community.

- Professional development activities involve prospective teachers, beginning and experienced teachers, administrators, college faculty, instructional support staff, and members of the wider community.
- School and college faculty jointly plan and administer pre-service and in-service education programs, test new instructional approaches, study the applicability of research to their school and other schools, develop new modes of assessment, pursue research cooperatively, and exchange teaching roles.

2. Professional development programs are comprehensive and on-going.

- Professional development addresses a wide variety of areas, such as school and classroom culture, professional relationships, curriculum, pedagogy, assessment, and understanding children as individual learners.
- Partners provide learning experiences for prospective and beginning teachers which support their development as knowledgeable, reflective, and inquiring practitioners who are capable of building school learning communities.

A PDS IS A LEARNING COMMUNITY

With children at the core, the PDS community of learning encompasses school and college faculty and administrators, school staff, parents, and members of the wider community.

"When you have other people to watch, and other people to teach with, and other people to sometimes supervise, it can be tremendously stimulating."

(cooperating teacher)

1. The PDS is committed to community values.

- The PDS community of learners is built on democratic and civic values such as respect, inclusiveness, active and responsible participation, and equality.

2. The PDS community has a shared understanding of and commitment to learning for children, adolescents and adults.

"Our school committee (as well as our community) recognizes and supports our PDS and realizes that the professional development that occurs in our PDS results in ...a community of learners and ultimately improves the quality of education for our students."

(PDS coordinator)

- The culture of learning is founded on the educational values of openness, inquiry, risk-taking, reflection, collegiality, and the continuous pursuit of understanding.
- The belief that all children can and do and need to learn underlies the commitment to create a culture of learning and the commitment to learning itself.

"Our collaborative regularly unites the perspectives of clinical faculty, mentor teachers, student teachers, and cooperating teachers in common reflection on specific classroom learning experiences."

(clinical professor)

3. A PDS demonstrates a commitment to developing and improving professional practices for the purpose of enhancing student learning.

- Reflection, inquiry, professional dialogue and study, and research are normal, expected, and on-going activities.
- Questions, insights, and curricula which grow out of the effort to understand and improve children's learning and corresponding teaching practices are shared within and beyond the immediate PDS community.
- Parents and families are consulted, involved, and supported in the formation and implementation of practices meant to help children learn and grow as responsible community members.

4. Theory and practice are in dynamic relation in a PDS.

- A PDS provides opportunities for school and college faculty to share perspectives on theory and practice.

"My [teacher research] has changed how I listen to kids, particularly those who are not often heard... It impacts my practice. It's given a much more powerful voice to children."

(on-site coordinator)

A PDS DEMONSTRATES AN APPRECIATION OF DIVERSITY

1. A PDS is committed to creating an equitable and inclusive learning environment.

- Differences in areas such as gender, race, national origin, or special educational needs which might affect learning are taken into account when creating environments conducive to all learners.

2. A PDS appreciates and reflects in its activity the diversity in culture, learning style and ability represented in its community.

"I was able to reflect and gain somewhat of an insight into how many various ways children learn."

(on-site coordinator)

"We spend one session in our PDS on-site seminar in a bilingual classroom, and are instructed for a time in Spanish— a sensitizing experience."

(clinical professor)

"The course work that many of us have done at the university has helped us to be more committed to an equitable learning environment."

(on-site coordinator)

A PDS GROWS THROUGH REFLECTION AND SELF-ASSESSMENT

Professional development schools need to be reflective endeavors if they are to be effective and credible, if they are to grow and contribute substantially to the teaching profession and to the improvement of education in schools and colleges /universities.

1. PDS leadership teams (including community members) regularly reflect on their shared assumptions, their processes of communication and decision-making, the quality of effectiveness of their collaboration, and the climate of the school as a learning community.

- All members of the community (including children) reflect on their experiences of learning, both informally and formally.
- The PDS regularly appraises its programs focused on improving teacher preparation and ongoing teacher education.
- The PDS regularly assesses the impact of its programs on teaching and learning.

2. PDS members are committed to personal and organizational renewal and creative development, in the interest of establishing and maintaining a vital community energized by learning and focused on the challenge of ensuring the utmost success for all children.

"It made me think more about my thinking and ho I influence the children."

(student teacher)

"I see myself as being mor adept at articulating my practice for my intern, giving my intern more structure as she needs it, and being more reflective with her about her teaching... It all makes me reflect on myself."

(cooperating teacher)

"...the youthful enthusiasm and optimism of the teacher interns are, from my experience, very contagious. They have, on more than one occasion, led me to re-evaluate some long standing instructional practices and classroom management procedures."

(mentor teacher)

"It is a source of energy and enthusiasm that helps keep everyone focused on our mission as educators."

(school principal)

PART III

QUESTIONS AND ANSWERS ABOUT STARTING A PROFESSIONAL DEVELOPMENT SCHOOL PARTNERSHIP

If you are interested in starting a PDS partnership, you may find the following questions useful. After each question we have included responses from some of the PDSs around Massachusetts, telling how they addressed that particular question.

1. Why start a PDS?

It takes considerable effort to form a PDS. Even if grant funding is available, it almost never covers the real costs in time and effort of beginning a PDS partnership. Why would anyone want to do it?

Most of the Massachusetts PDSs began as grass-roots efforts, initiated by the school, targeted at meeting a particular, concrete need. For example:

- Brookline teachers who started the partnership that became the Learning/Teaching Collaborative were looking for ways to develop new leadership roles for teachers without requiring them to leave the classroom.
- The East Longmeadow High School/University of Massachusetts at Amherst partnership was initiated because the high school principal wanted a chance to look over potential teacher candidates, thought his veteran faculty would be energized by sharing their expertise, and felt a sense of obligation to help improve the profession.
- Reading High School first got involved in forming a collaborative and establishing a PDS with the University of Massachusetts at Lowell because several teachers who had been working with student teachers wanted to improve the teacher training process and to increase the input of the school in that process.

•Calvin Coolidge School (Shrewsbury)/ Anna Maria College (Worcester) collaboration was begun by a principal who saw a way to provide an enhanced student teaching experience while simultaneously revitalizing the school's faculty.

Although these partnerships started with specific goals, most have broadened as the partnership process has evolved. Most of the PDS collaboratives that were started six or more years ago have expanded to include more schools and, sometimes, more colleges. As relationships have deepened, goals held by one partner are sometimes adopted by the other. In some PDSs, the school-based faculty feel as much ownership of the student teachers as the college people do; a reciprocal concern is felt by college faculty for the children who attend the school.

The Middleboro/Bridgewater State College program is an example of how a small initial impetus can lead to a broader program: Their partnership, called "Bridging the Gap: An Empowerment Program for Teacher Preparation," started with one cooperating teacher's sense that there was something missing from the experience. When she talked to other cooperating practitioners and saw that each of them felt the same need she did for collaborative support, she sought and won a modest grant to write a handbook specifically for cooperating practitioners. The handbook not only proved to be an invaluable resource for cooperating practitioners and student teachers alike, but also became the springboard for expanded leadership and collaboration opportunities. These go beyond enhancements for the student teachers (like customized, on-site workshops), to include an elaborate teacher-driven approach to professional development that has replaced the traditional "sit and get" in-service model. As the program coordinator sums this up:

Middleboro teachers initially thought that "Bridging the Gap," which included an ongoing partnership with Bridgewater State College, would be too much extra work. As practitioners became acquainted with the program they came to realize that although there is some extra work involved (attendance at workshops and meetings, etc.) so much was gained from a partnership of this type that the extra effort was well worth it.

Concluding Questions:

Why are you interested in developing a PDS? Do you see it as a way to improve student teaching? To improve the school or the college? To improve the professional development of experienced school or college faculty? Will you be satisfied if the PDS develops and prospers as an alternative program that involves a small subset of the school's faculty and students, or a small fraction of college faculty? How will the PDS partnership relate to other reform efforts in the school or district?

2. Who will initiate the partnership?

An important factor in the success of a PDS is the commitment and involvement of key people at each institution. Each of the Massachusetts PDSs has one or two key people at each institution that make the program work. Usually teachers or teacher educators (but occasionally administrators), these "champions" are often helped by at least one key ally/advocate higher up in their own organization for support. Some examples:

- In the case of Middleboro and Bridgewater State College, beginning a partnership took time, money and a long-term commitment from at least two classroom teachers, their principal and superintendent, the college supervisor and her chairperson and dean. Since the task is complex and developmental, they found that it is not likely to succeed unless people in key positions intend to remain in those positions for the long haul.

- In the Flagg Street School/Assumption College PDS Collaborative (Worcester), the early involvement of the principal, a key teacher and a clinical professor from the college was augmented by others on a steering committee composed of other administrators and a core of cooperating teachers.

- The University of Massachusetts at Lowell/Reading Memorial High School Collaborative began as a group of cooperating teachers who were dissatisfied with the existing programs for the student teaching experience. They were especially concerned over the lack of consistency among college programs, lack of communication between cooperating teachers and college supervisors and what they felt was inadequate supervision from some of the colleges. Since they began, the number of teachers actively involved has increased as well as the overall support from faculty and administration. All of the departments in the school are represented on the steering committee. The establishment of a paid coordinator will insure a long life for their endeavor.

- The partnerships between Lesley College and the Cambridge Public Schools were begun at the highest administrative levels, between the college president and the school superintendent. Their conversations led to the formation of a committee (primarily of college and school system administrators) that developed a process for matching schools with college partners. At Lesley, two of the key people involved in the PDSs held positions that facilitated overseeing their growth. The job of the Director of Field Placement was expanded to include overseeing the PDSs, allowing the director to influence placement policies that would enhance the student teaching component of PDSs. The assistant dean, who was responsible for hiring adjunct faculty and arranging for guest speakers in courses was able to provide opportunities for classroom teachers to participate in college classes and co-teach on an adjunct basis.

Concluding Questions:

Who cares enough in your institution to give the necessary time and effort? Will the extra time be compensated, or will key people be released from other duties? If beginning efforts are voluntary (as they often are) will there be some way to provide time, money or other rewards further down the line? Given promotion, evaluation and tenure policies at most schools and colleges, what changes may have to occur in the incentive systems to encourage and support the participation of faculty?

Many of the early PDS partnerships started with the involvement of only one or two individuals from each institution. They developed as relatively autonomous "pilot projects" but then had trouble being institutionalized by either schools or colleges. Do you want to proceed that way or try to gain a greater commitment from the beginning? If you choose the latter, is there support from the bulk of the faculty and staff in your institution? Is there support from key administrators (e.g., deans, provosts, principals, or superintendents)? What is the ideal blend of people to be involved at your institution? Who is needed for commitment? for resources? for implementation? Have all parties reached agreement on why this endeavor should be undertaken?

PDS partnerships take years to mature and begin to reach the substantive goals they may have set. Are you and others from your institution in this for the long-term?

3. How do schools and colleges find partners?

Once the decision to form a PDS is made, how does an institution find and select a partner? For some partnerships, the decision to form a PDS was mutually made by two institutions already engaged with one another in some kind of joint effort (e.g., student teacher placement). For others, geography helped shaped the range of choices. Others grew out of personal friendships, or contacts made at professional associations, or as a result of a teacher taking a course at a nearby college or university. At least one relationship has developed in response

to letters sent by the staff of a school to all the area colleges, soliciting a partnership.

At Reading Memorial High School, a group of teachers met with representatives from the colleges that supplied their student teachers and convened a committee to discuss the issue of teacher training. However, only UMass/Lowell was interested in making the substantive changes in their program to form what they hope will be a successful joint partnership that will extend to areas other than teacher training.

Some relationships grew out of third-party encouragement or intervention. For instance, the State Department of Education matched several schools and colleges for participation in the Turning Points Project, a Carnegie-funded initiative that simultaneously promoted middle school reform and the development or improvement of middle school teacher education programs. Other grants have required that a school and college apply as partners.

Once potential partners are identified, one of the factors in selection has been a philosophical match. For example, common attitudes toward heterogeneous grouping or inclusion of special education students can help determine a match. Previous history in working together can be key. Often one bad experience with a student teacher or a supervisor can sour a school on working with a particular college; the same can happen the other way if a cooperating teacher does not provide a good placement for a student teacher.

If specific needs are identified, selection can be based on an assessment of resources and expertise that partners can provide. Each institution can look for a potential partner that can deliver services or resources, or provide the opportunity to work with a particular population of students.

Finally, geography is a factor. Assumption College and the Flagg Street School are within walking distance, which greatly enhances the ability for easy exchanges between the two.

Prior to "Bridging the Gap's" inception, student teachers from Bridgewater State College had been placed in the Middleboro schools for some years. The collaborative link between the two institutions grew naturally out of a long-standing relationship between the practicum site and the college. Geographical proximity, of course, was a decisive factor in assigning student teacher placements since supervisory activities were easily accessible.

The City of Cambridge, working collaboratively with Lesley, Wheelock and Cambridge Colleges, invited schools interested in becoming professional development schools to apply. The school department then made the selections and the matches with the area colleges.

Concluding Questions:

Are there potential partners with whom your institution is already working? If so, whom will you approach, and how? It is important that your partner go through the same process as you did, clarifying why they want to be involved, and who from their organization will be engaged in the PDS. If you are involved in selecting from among potential partners, on what basis do you make a choice: their level of commitment, the quality of their existing programs, the interpersonal connections that already exist, shared philosophy, geography, type of community (i.e., urban, suburban), or some other characteristics?

If your partner is one with which you have already had a relationship through student teaching or some other project, how will you together go through the processes of clarification, commitment, and identification as outlined above? How will you establish which parts of your existing relationship will be kept and which will be changed or developed anew?

4. How are partnerships defined and developed?

Once two or more institutions commit to setting up a PDS, how do they define the scope and develop the details of what that PDS will look like? Agreements range from informal ones that evolve over time to more formal arrangements that define roles from the inception.

UMass/Lowell and Reading Memorial High School began their relationship by developing a mutually agreed upon mission statement that was officially accepted and endorsed by the leadership of both partners. They had a formal signing, with photographs and press releases. They formed a partnership steering committee with equal representation from both institutions to administer goals and policies. One of the first tasks of the steering committee was the development of a communication system, an assessment tool, and operating policies. Besides teacher training, the partnership also includes professional development and facilitation of collegiality among faculty of the partners. The partnership is intended to be a long-term commitment with the hope of extending it to the middle and elementary schools.

The Flagg Street School-Assumption College PDS Collaborative describes the process of defining and developing its relationship in detail below, beginning with the sharing of vision and moving on to establishing and implementing common goals:

> The overriding purpose of the partnership was to create a school-wide culture for change and ongoing collaboration that would contribute to professional growth for both experienced teachers and pre-service teachers. The essential mission was to develop a climate that included, but was not limited to, developing norms of collegiality, openness, trust, risk-taking, and high expectations for excellence and equity. It was only with an emphasis on consensus and team building that the members were able to define their vision and establish their goals.

In developing their common goals, the Assumption-Flagg Collaborative involved a broad cross-section of both institutions in discussions that included re-assessment of roles, responsibilities, and working relationships, governance, and leadership. Specific questions they needed to address to shape their partnership included:

- Who is responsible? Does one institution assume more responsibility than another?
- How is professional knowledge defined and who has and can disseminate that knowledge?
- What are the roles and responsibilities? Who are the teacher educators and which educators are to be educated? Who are the students?
- How and to whom is recognition given? What are the intrinsic and extrinsic rewards?
- Who defines new processes and procedures for teacher education and how they are implemented?

Overall, just as partnerships range from the formal to the informal, they range in their scope and the level of change expected of each participating institution. At one end of the spectrum would be minor adjustments made to accommodate one's partner, resulting in minimal institutional change. At the other end is a collaborative model in which entire programs and policies are re-thought together, creating a real potential for institutional change.

Concluding Questions:

Once you have a partner, how do you define and shape the PDS relationship? When and where do you talk about the goals and visions of the participants? How will the people from each organization interact with one another? What role, for instance, will school teachers and administrators play in college decision-making and vice versa?

How much commitment is expected? Does it spread throughout the school and college, or is it acceptable if it is limited to a few dedicated people? Is it a long-term, multi-year commitment, or does it get renewed on a shorter-term basis? How much change is really expected of each institution?

5. How do you organize and run a PDS partnership?

It is difficult to form any type of inter-organizational partnership. It is especially hard for PDSs, which are formed between organizations with such different cultures, tempos, and reward systems as schools and colleges. How can the organizational challenges be best met? What linking mechanisms work best?

Massachusetts PDSs have been characterized by three types of linkages:

Linkages through governance: Most respondents use a steering committee format to link the school and college and to make decisions to "run" the PDS. The Assumption-Flagg Collaborative created a relatively informal committee composed of eight cooperating teachers, the principal, assistant principal, and the clinical professor who supervises student teachers at the PDS. It meets for an hour a week, during the school day. The Learning/Teaching Collaborative (involving Wheelock and Simmons College and several schools in Boston and Brookline) is at the more formal end of the spectrum. They use a detailed set of guidelines and involve high level school, central office, and college administrators, as well as school and college faculty.

Linkages through professional development activities: Other connections are formed through a variety of activities that bring school-based and college-based educators in contact with each other and their counterpart institutions. These include study groups, curriculum revision committees, peer coaching activities, collaborative planning and delivery of college coursework for pre-service teachers. For example, teachers in Middleboro have a book club where they read current educational literature, along with the college representative. Cooperating teachers in the Learning/Teaching Collaborative have formed curriculum discussion groups with members of the college to examine different approaches to teaching mathematics, hoping to develop common approaches to
preparing teachers at the college and working with students at the schools. College faculty, school faculty and student teachers at the Flagg Street-Assumption Collaborative have been working together through an in-service course, "Authentic Assessment in the Elementary Classroom."

Personal Linkages: The personal connection between one or two individuals from each institution (whether or not they are the formally designated "liaisons") helps facilitate the communication that can enrich and sustain the PDS. They can troubleshoot problems, explain each other's culture to one another, and broker additional resources or contacts for each other. The response from the Middleboro /Bridgewater State College Partnership summarizes this:

> Much of the success of a PDS relies on mutual trust and respect, and open, honest, and friendly communication. Such communication is obviously dependent upon the quality of human relationships. In other words, while the key positions are important, it is those individuals who occupy the positions that are most crucial to the success of a PDS. When turnovers occur, especially at initial, fragile stages of development, the future of the PDS is at risk.

Critical to the establishment of any linking structure is the formation of a steering committee which may include but is not limited to faculty from each institution. Decisions need to be made about the role of administrators on this steering committee. In most cases, the university provided a site-based clinical professor to coordinate the work with the school staff and the pre-service teachers. An on-site school facilitator has usually been responsible for scheduling and coordinating for both pre-service and in-service activities. Depending on the individual goals, such activities as study groups, curriculum revision committees, and peer coaching activities were scheduled and coverage made available for participating faculty. The following advice from the Flagg Street-Assumption Collaborative illustrates this point:

> Organizing a planning team or steering committee is the first step in the PDS process. It works best if this team is comprised of teacher volunteers representing various grade levels as well as an administrator and the college liaison. Teams will most likely need to meet on a weekly basis during the first year or two in order to plan and implement short and long term goals and work on evaluation strategies. Roles and responsibilities of team members will need to be outlined initially and a mission statement developed. It is important to remember that even though the planning team will be the heart of the program, other faculty members in the school need to be aware of and informed of all plans and activities. The team can suggest different ways that all members of the school system may be involved.

A PDS school liaison who can chair or co-chair the planning team with the clinical professor needs to be appointed. Release time from class should be given to this person because of the importance and comprehensive nature of this role. The administrator needs to provide coverage for team members to meet during the school day on a weekly basis. The planning team is also responsible for informing the school community of PDS philosophy and principles, the overall purpose of the collaboration, and short and long term goals. Agendas of meetings should also be disseminated within the school and college communities to further enhance awareness of the PDS program.

Concluding Questions:

Who and how many in each organization in your partnership should be involved? In working to forge links with your partner, how will you make sure not to lose your connections with the rest of the people in your own institution?

How involved will administrators at both the school and college be with the PDS steering committees? What is the scope and level of decisions for which the committee will be responsible?

POSTSCRIPT

This resource guide is a work in progress just as professional development schools, by their very natures, are constantly evolving. We have chosen to focus primarily on start-up issues; although we are aware that there are many issues of maintenance and growth that experienced partnerships face. The work is hard, but very exciting. The prospect of trying to simultaneously improve schools and the education of educators is very challenging, but the potential results are very high.

We hope that you found the guide helpful; we invite your responses and suggestions. Please feel free to contact any member of the PDS Network Steering Committee listed on page 27.

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MASSACHUSETTS PROFESSIONAL DEVELOPMENT SCHOOL NETWORK STEERING COMMITTEE

Flagg Street School-Assumption College PDS Collaborative

*Judy F. Finkel
Joan K. Gold
Elizabeth Monticelli

Flagg Street School
115 Flagg Street
Worcester, MA 01602
(508) 799-3522

*Debra Pallatto-Fontaine

Assumption College
500 Salisbury Street
Worcester, MA 01615-0005
(508) 752-5615 x685

East Longmeadow High School/Univeristy of Massachusetts at Amherst Professional Development School

*Joyce Conlin

East Longmeadow High School
180 Maple Street
East Longmeadow, MA 01028
(413) 525-5475

Learning/Teaching Collaborative

*Vivian Troen

Devotion School
Harvard Street
Brookline, MA 02146
(617) 522-7160

Wheelock College
200 The Riverway
Boston, MA 02215
(617) 734-5200

University of Massachusetts at Lowell and Reading Memorial High School Collaborative

Peter B. Greene
*Anna O'Brien
Patrick Schettini

Reading Memorial High School
62 Oakland Road
Reading, MA 01867
(617) 944-8200 x30

LesleyCollege/Cambridge Public Schools
Professional Development School Partnership

*Marcia Bromfield
Harriet Dean

Lesley College
29 Everett Street
Cambridge, MA 02138-2790
(617) 868-9600

Bridging the Gap: An Empowerment Program for Teacher Preparation

*Madeline Davern

Burkland School
Mayflower Avenue
Middleboro, MA 02346
(508) 946-2040

Amy Vena

Bridgewater State College
Burrill Avenue
Bridgewater, MA 02325
(508) 697-1243

Clark University/Worcester Public Schools PDS Collaborative

*Tom Del Prete

Clark University
950 Main Street
Worcester, MA 01610-1477
(508) 793-7197

Other Affiliations

Massachusetts Department of Education

Dorothy Earle

Massachusetts Department of Education
350 Main Street
Malden, MA 02148
(617) 388-3300 x265

University of Massachusetts Boston

Karen O'Connor

Massachusetts Field Center for Teaching and Learning
UMass Boston
100 Morrissey Boulevard
Boston, MA 02125-3393
(617) 287-7660

Lee Teitel

UMass Boston
100 Morrissey Boulevard
Boston, MA 02125-3393
(617) 287-7612

* Name of partnership contact

MASSACHUSETTS FIELD CENTER FOR TEACHING AND LEARNING

The Massachusetts Field Center for Teaching and Learning, established in 1985, is a statewide network of school and university teachers, administrators, and other educators. The Field Center strives to improve teaching by gathering the collective knowledge, experience, concerns, and recommendations of teachers. The Field Center uses this information to enhance and develop teachers' professional knowledge and skills; to serve as a resource for individuals, schools, institutions of higher education, and policymakers as they consider school improvement initiatives; and to promote greater school/college collaboration on teacher education. Through conferences, forums, grant programs, and publications, the Center promotes and supports the on-going professional development of teachers and provides opportunities for professional collaboration.